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*The*  
**FURMAN**  
*Magazine*

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Winter 1982



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#### CONTENTS

In the spirit of Dr. Earle  
*this page*

A couple of economists  
*by Marguerite Hays*  
*page 4*

NCAA vs. CFA  
*by Frank Bonner*  
*page 10*

Speaking of admissions . . .  
*by Marguerite Hays*  
*page 12*

South Carolina Governor's School  
for the Arts — Vignettes  
*by Bennie Lee Sinclair*  
*page 18*

*Cover: As the finale to the first South Carolina Governor's School for the Arts, held at Furman last summer, theatre students performed The Birds by Aristophanes. Kent Collins of Sumter played Epops, King of the Birds, and Shelley Long of Columbia was Procne. Photograph by Wes Walker.*

*Furman University offers equal opportunity in its employment, admissions and educational activities in compliance with Title IX and other civil rights laws.*

## In the spirit of Dr. Earle

Amidst red and gold autumn leaves, a crowd of alumni, faculty, students and special guests gathered at Furman on the afternoon of October 30th for the dedication of the Earle Infirmary. The infirmary, which opened for service on September 9, is a gift of the Alester G. Furman, Jr., family in memory of Dr. Joseph Baylis Earle, the father of Mrs. Alester G. Furman, Jr.

"Now for the first time Furman has a modern, well-equipped health-care building, designed especially for this purpose," said President John E. Johns in his remarks. He described the facilities in the new building and said students are already making use of the new facilities and services.

The infirmary is a fitting tribute to Dr. Earle, Johns said. An 1882 Furman graduate, Dr. Earle practiced medicine in Greenville from 1888 to 1915 and served as a Furman trustee and university physician. "Dr. Earle was a man of highest ideals both in his profession and in his private affairs," Johns read from a newspaper editorial. "He won the firm friendship, confidence and esteem of his fellow citizens in unusual degree through his ability in his profession and his deep sincerity in all the relations of his life."

"Although I did not have the pleasure of knowing Dr. Earle, from what I have heard of him I think he would be pleased with the new infirmary," Johns said. "He would see in it, I think the union of the most modern health-care facilities with a warm and caring atmosphere. This infirmary, I believe, truly reflects the spirit of Dr. Earle."

Dr. Joseph Earle Furman, grandson of Dr. Earle and current university physician, expressed regret that his father, Alester G. Furman, Jr., did not live to see the building completed. "It was with pleasure and enthusiasm that he planned this building and generously gave his time, advice and financial resources toward the completion of this, his last contribution to Furman University," he said.

After officially presenting and naming the building, Dr. Furman introduced two great-great-grandchildren of Dr. Earle, Joseph Earle Furman III and Mary Earle Pressly, who unveiled the plaque which would go on the building.

Following the ceremony, guests toured the infirmary facilities and the admissions and financial aid offices, which are housed on the lower floor of the building.



As we go to press, we have just learned of the death of Dr. L.D. Johnson, chaplain and professor of religion at Furman since 1967. After a long illness, Dr. Johnson was hospitalized on November 28 and died on December 20. A man of great wisdom and compassion, he was beloved by all who were privileged to know him. His loss leaves a void that will be felt keenly in many places, especially within the university community, which he served so selflessly.



Blake Pavior

*Dr. Joseph Earle Furman, university physician, officially names the infirmary for his grandfather, Joseph Baylis Earle. Seated on the podium are Mrs. Carolyn Worley, nurse, President Johns and Mark Sanford, president of the Association of Furman Students.*





Bob Powell



Blake Praytor

*Top: Standing at the request of Dr. Johns are members of the Earle family: (left to right) Miss Frances Scovil, Mrs. Roger Scovil, Mrs. Alester G. Furman, Jr., Alester G. Furman III, Mrs. Randolph Maxwell Nock and Mrs. Wade Dennis. Right: Mr. and Mrs. Joseph Earle Furman, Jr., and their daughter Anna Garden, the youngest Furman. Above: The Earle Infirmary contains four treatment rooms, a laboratory, a medical supply room, a diet kitchen, offices for the nurses and doctor, and eight beds for patients.*



Skip Williams





Blake Praytor

*Mrs. Frank Bonds tells the crowd that Dr. Earle cured her of pneumonia when she was 11 years old. Seated beside Mrs. Bonds are (left to right) Mrs. Wade Dennis, Mrs. Joseph Earle Furman and Mrs. Alester G. Furman III.*

# A couple of economists

by Marguerite Hays

*Although Jean Horney and David Roe are almost polar opposites, they share a strong attraction to economics.*

“A lot of people would find our situation appalling,” says David Roe, who along with his wife, Jean Horney, teaches at Furman.

“They’d say, ‘How do you stand it?’”

Unlike “regular people” — they say — they like working together. As two of five economists in the economics and business administration department, they occupy facing offices in the department suite and often consult about their teaching. In addition, they work on projects together and have just completed a study of the economic impact of Furman University on Greenville County for Furman’s development department.

What do they find so fascinating about economics that they are willing to devote most of their time to it? “I think it’s an appealing way of analyzing problems,” says David. “Economics applies to all kinds of decision-making, not just business kinds of things. I think I like it because it is logical in structure.”

Having both earned Ph.D. degrees in economics at Duke, Jean and David came to Furman as specialists in microeconomics (the study of individual economic units such as businesses). Because of the courses he has taught, David has also become a specialist in macroeconomics (the study

of the overall performance of the economy).

Although they have the same graduate school background, the similarities between them end there. A native of New York state, David talks fast, with intensity, and jokes a lot, while in comparison Jean, who is from Greensboro, N.C., seems cool and reserved. David has curly, almost unruly reddish hair, while Jean wears her dark brown hair pulled back severely. As for their work, David likes applied, current-interest economics, while Jean prefers theoretical research.

“We’re sort of polar extremes,” Jean says. “I’m much more of a theoretician than Dave. I think it probably stems from my mathematical background. If it all fits together nicely — if I start at A and end up at Z — I really enjoy that.”

Jean would like to do more research, but finds it almost impossible during the academic year, when she is teaching and advising students. Last summer she attended a seminar in Chicago and later completed two articles with a professor from Duke.

Although she and David critique each other’s work, she misses the intellectual stimulation of being near other theoretical economists. “I’m the type of person who needs feedback and

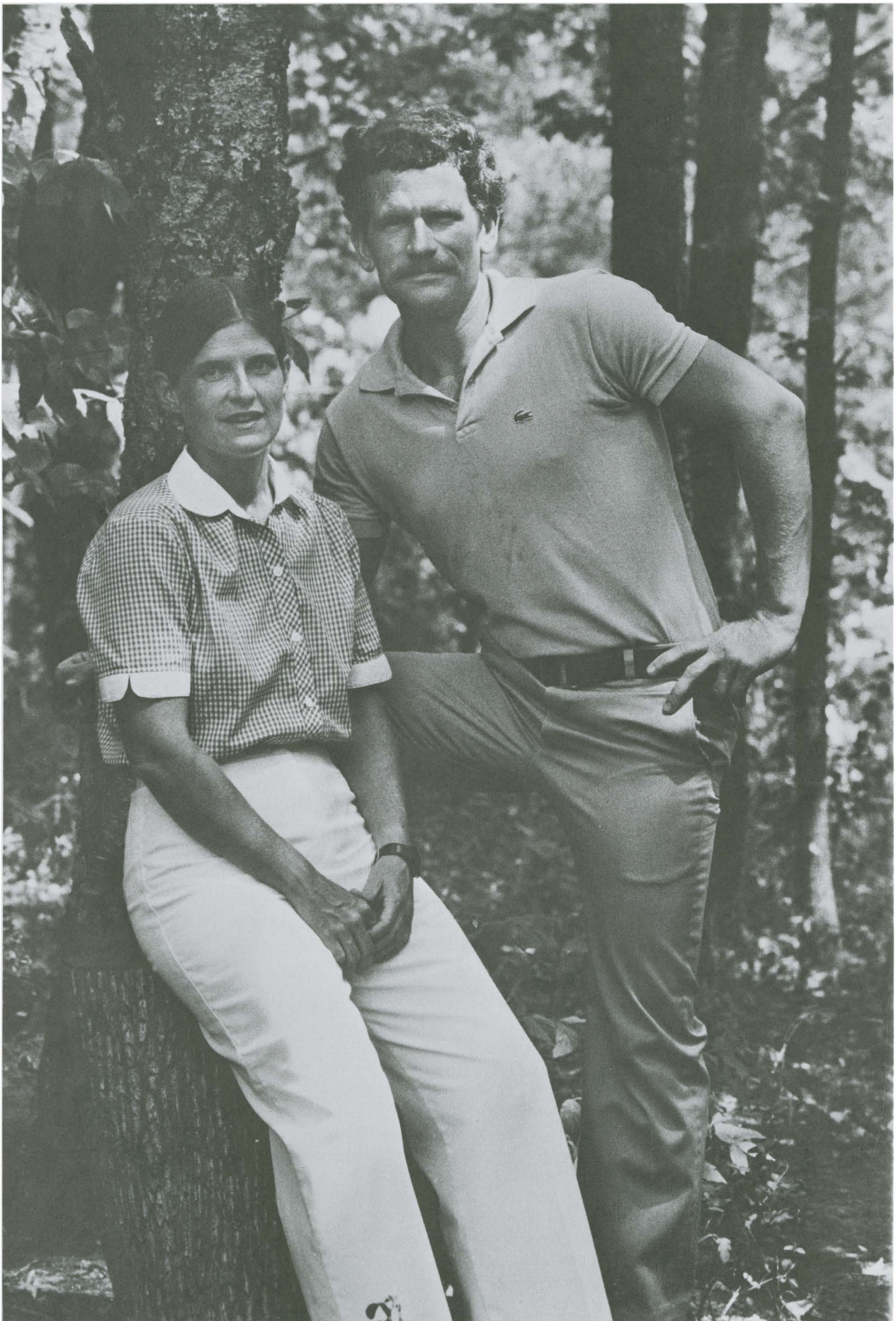
encouragement,” she says. “Without some sort of contact like that to keep me going, I can easily fall into a rut.”

On the other hand, one of the most attractive things about Furman, says David, is that there is little pressure on faculty members to publish articles on theoretical research. “I’m interested in research,” he says. “I think it would be terrible if you just taught your courses and did nothing else. But I’m not interested in the kinds of research that is done at some of the large universities. When you read some of the articles in professional journals, you can tell they are there just because someone needed a publication.”

Since coming to Furman, David has worked for a number of local businesses, and he and two other members of the department set up an economic index for Greenville County for the Greenville Chamber of Commerce. “At Furman I can have the kind of professional activity that I enjoy,” he says. “I can do some consulting, I can do some market research and I can write about topics of current interest — like what the Federal Reserve Board is doing — rather than about some theoretical subject.”

Both Jean and David became interested in economics fairly late in their undergraduate careers. David attended







*Teaching together at Furman  
gives them more time  
for their other interests.*

Bucknell University, where he changed his major from physics to math to economics, after taking his first economics course. Jean majored in math at Agnes Scott College, where she first took a course in economics during her junior year. "The more economics courses I took, the more I liked it," she says. "The more math courses I took the more abstract they became. I decided my senior year that if I did graduate work, it would be in economics."

Neither had thought of teaching before they entered graduate school. "I have the shortest planning horizon of anybody I've ever met," says David. "I went to graduate school because I like economics and I liked school. There was nothing else I wanted to do."

Entering graduate school at Duke in 1973, Jean and David met during their first term. They attended classes together for two years and married in 1975, after finishing their course work. While working on their dissertations, they were teaching assistants and held National Institute of Health traineeships in the economics department.

It was not until they began to think about life after graduate school that they realized the difficulty of finding two jobs in the same location. At the same time it occurred to them that they might like to try teaching, since they enjoyed teaching as graduate assistants. They began to apply for both teaching and research jobs in North Carolina, Virginia and Washington, D.C.

"We thought we'd probably end up in Washington," says Jean. "I had an offer from the Bureau of Labor Statistics and we knew Dave could find something there. If you've got to go somewhere without a job and find something in economics, Washington is the place to go."

In the meantime, David attended a professional meeting in Atlanta, where he interviewed for a job at Furman, a college he had never heard of. Although he and Jean had "ruled

out" South Carolina, he was so impressed with the representatives from Furman, Dr. Charles Alford and Dr. Ray Roberts, he decided to visit the campus.

"When I came down here for an interview, I was even more impressed," he says. "This is a beautiful place. It's really striking the first time you see it."

As soon as David became interested in Furman, Jean began to look for a job near Greenville. "Whenever one of us found a place we were interested in, the other would madly write to places in the area," she says. She had interviews at Clemson, Wofford and Converse and accepted a position at Converse.

Jean and David moved to Greenville in the summer of 1977 and started teaching that fall. Since they lived just outside town in Taylors, David could drive to Furman in about 25 minutes, while Jean had to drive 30 miles to Spartanburg.

"Going to separate schools was a real change for us," says Jean. "In the four years we'd known each other, we were together all the time. We went to classes together, worked on our dissertations together, went everywhere together. All of a sudden in Greenville we'd say goodbye at 7:30 in the morning, and we wouldn't see each other until 7:00 at night."

Two years later, when the Furman economics faculty expanded, Jean came to work at Furman. This arrangement suits them much better, they say, because it gives them more time together and more time for their other interests.

"When I was at Converse, I was driving 40 minutes each way. I'd go by the stables after school and spend a lot of time riding horses. But all the time I was there I was thinking I really should be getting home. Now we see each other at school all the time, so when we want to go off for our various activities, we can do so without feeling guilty. It's our only time apart."

A veteran horseback rider, Jean owns a thoroughbred, Lady Godiva, which she keeps in a private stable not far from Furman. She spends several hours a day grooming and working with the horse. Each spring and fall she and Lady Godiva compete in horse trials in nearby states.

David prefers a different variety of sports. He plays tennis almost every afternoon in good weather, and in winter he plays handball in the gym.

Who does the household chores? "Jeannie does it all," David jokes. "I don't know how she does it. She works, cooks, irons, mends, bakes."

That's not true, says Jean. "Dave is the cook of the household. I hate cooking. I'm the yardman."

David shudders, "I hate yardwork."

The real truth, explains Jean, is that they cook most meals together, bumping into each other in the kitchen.

Since she is on a perpetual diet, they seldom eat the same things and she fixes her meals and he fixes his. She cooks meats and vegetables and other high-protein foods. He cooks starches and does a lot of baking.

"Sometimes it looks like we're cooking a regular meal," she says, "but I sit down and eat all the protein and he sits down and eats all the carbohydrates. We don't divide it up."

David learned to cook his senior year in college when he shared a house with three other students. "Nobody had a lot of money and I got tired of eating out anyway, so we cooked all our own meals," he says. "I always thought cooking was interesting. I'm not real fancy, but I do like to bake."

Jean handles the family finances, says Roe, because "she doesn't like the way I do it. When bills come in, I like to let them gestate for a while and see what will happen. She doesn't like to

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*Right: Jean Horney works with Lady Godiva every day at a private stable near Furman. Photo by Blake Praytor.*







*Like President Reagan, they believe that big government is the main cause of our problems.*

do things that way. She's a lot more efficient."

Whatever their other differences, Jean and David agree on their assessment of the national economy and the reasons for its problems. They approve of most of President Reagan's economic policies because they believe they are based on proven economic principles more than recent policies have been. Like Reagan, they believe that big government is the main cause of our problems.

"There's so much thinking these days that the government owes us this and the government owes us that. I think the sooner we get away from that mentality the better off we will be," says Jean.

"I think people misunderstand the cost of government," says David. "People know that government extracts taxes from us, but they think that somehow government provides things more cheaply. But whenever the government has to compete with the private sector, invariably the government comes up short."

"The average citizen is getting almost nothing for his money, considering what he receives from the government," says Jean. "The other real misperception, I think, is that if government programs are cut out nothing will replace them; that if the government doesn't do it, no one will do it."

Among other changes, they would like to see the elimination of the U.S. Postal Service and the Social Security system. Private enterprise, they think, could handle the mail much more efficiently and economically than the federal government. Social Security, they say, should be phased out and replaced by individual saving, private pension plans and a system to take care of those people who have no means of support in old age.

"Social Security is a bad tax," says David. "It's killing the savings rate. Without Social Security our annual growth rate would be about three per-

cent higher than it is now."

"Social Security was designed to be a forced savings plan, but it was never intended to be the sole source of support for retirement," says Jean. "Now people find they can't live on Social Security."

"It's a gigantic transfer system whereby current wage earners are supporting recipients," continues David. "The trust fund doesn't earn any interest. It's pay as you go. If you compare the rate of return you get on Social Security to the rate you would get on any private pension plan, you would be appalled. You can expect something like two percent from Society Security compared to the eight or ten percent in a private pension plan. I think it's one of the worst systems we have in this country, and yet it's a real sacred cow.

"It's a bad tax," he fumes. "It's a regressive tax. It's a lousy payout system. I really resent Social Security."

This sort of intensity, which you are not supposed to take too seriously, makes David a compelling teacher. His classes are always full, and students describe him as an enthusiastic professor who encourages them to learn. Although Jean is not as passionate in her approach to economics, she impresses students as extremely intelligent and well-organized in class.

Like other faculty members in the economics and business administration department, Jean and David spend a lot of time advising students. With approximately 475 students majoring or intending to major in economics and business administration (more than in any other department), each professor is responsible for counseling 35 to 40 students.

Although Jean and David are pleased that students are interested in economics and business administration, they think some students major in business for the wrong reasons. They think students and their parents misunderstand the function of a liberal arts college.

"Many students feel that a major in business administration is their ticket to a job," says David. "They're looking for a means to an end, which I think is a bad way to go through college to start with. I don't think you have to go out of your way to find a major that is impractical, but to major in business just because you think you can find a job is silly."

A business major at Furman, explains Jean, is not that specialized. Except for those who plan to go into accounting, students can prepare for a business career by majoring in the subject that interests them most.

"If a firm is going to hire someone for a job in marketing, they're either going to hire someone with a master's or a doctorate or they're going to hire any bright undergraduate and train him to do what they want him to do," she says. "They're not looking for someone with two courses in marketing."

"But students don't believe you," says David. "If you tell them it's more important for them to be able to write and add and think, they say, 'Sure, but I'm going to major in business — even though I hate it — because Dad told me to.'"

"Parents are the worst," he says. "I've talked to some parents who say they want their children to specialize in retail marketing. Retail marketing! At a liberal arts college!"

Because they feel so strongly that students must be able to figure and write, Jean and David have started making a deliberate effort to help them build these skills. They encourage students to take as much math as possible, including calculus. They also use a lot of math in their courses.

"The nice thing about math," says David, "is not so much that you've learned something you will go out and use, but you've learned how to think. It helps you to analyze."

As for written work, they have discovered that students tend to concentrate on the subject matter (economics,



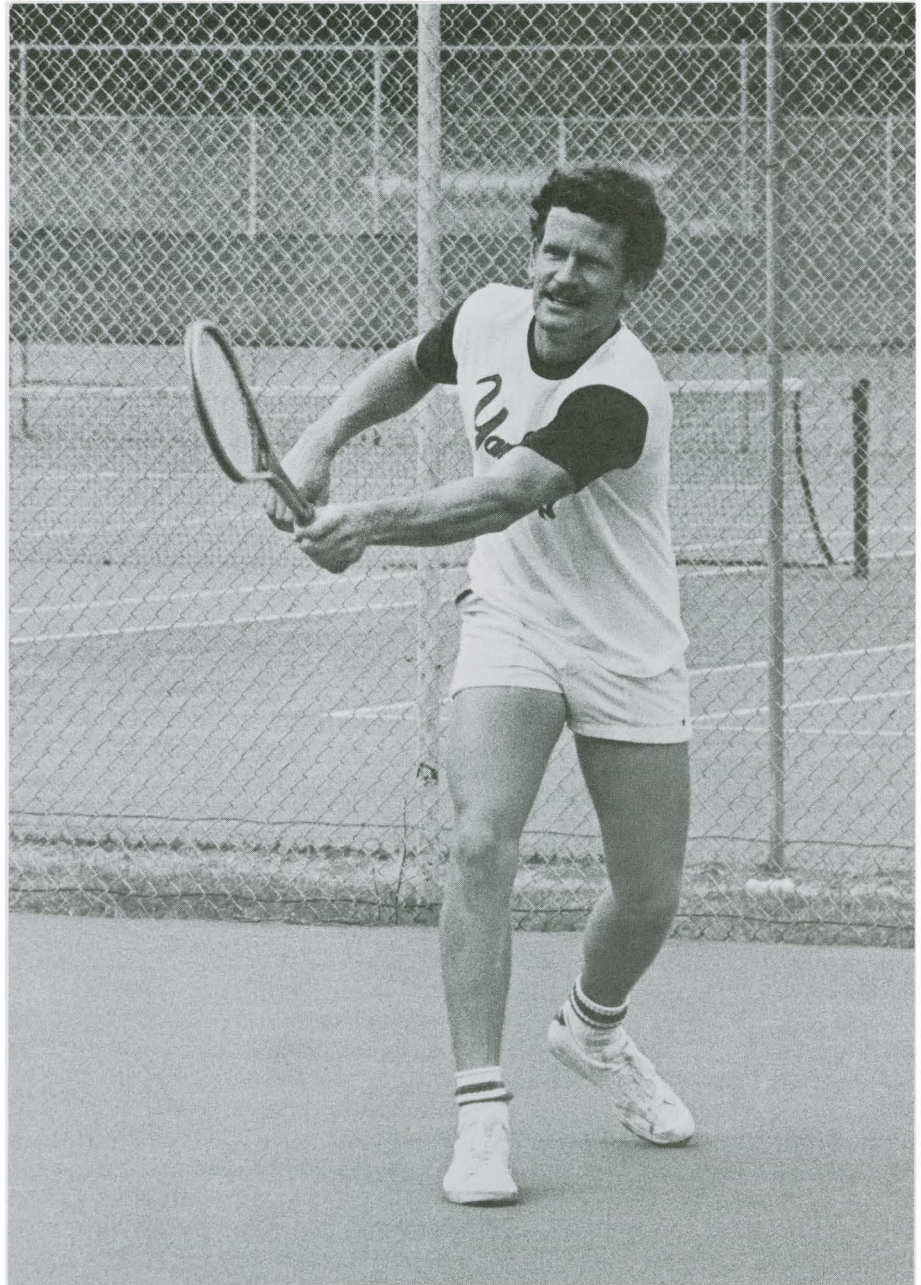
in this case) and ignore the rules of grammar, except in English courses. For this reason, Jean and David emphasize that students must turn in correctly written term papers and they grade off for poorly written work. In addition, they encourage students to take courses in speech and in practical writing.

"If papers are written incorrectly, I make them do them over again," says Jean. "I tell them that part of their grade depends on the way it is written. I tell students, 'If you have trouble with your spelling and punctuation, you better realize right now that is a limitation you've got and you better always be able to find somebody who can proofread for you or help you with it.' I'm afraid students come in looking for a degree in business and think they can forget everything else."

"Students refuse to believe that the writing and the analysis is more important than the content," says Roe. "In some upper level courses I tell them, 'It doesn't really matter so much that you remember these graphs because you will never use them, but you will remember the skills you use in analyzing them.'"

Actually, Jean and David are not a unique phenomenon at Furman. Three other married couples teach in the same departments, and several couples have staff jobs. In contrast to many organizations, Furman has had no restrictions concerning members of the same family working in the same department until recently. In 1977 the university adopted a policy which prohibits anyone from being in a supervisory position over another member of his or her family, although some exceptions to this rule still exist.

According to this policy, neither Jean nor David can be chairman of the economics and business administration department as long as they both teach at Furman. Although they were not aware of the policy when they decided to come to Furman, they say it would not have made any difference



*David Roe tries to play tennis or racquetball every day.*

at the time. But neither of them likes the regulation. "I don't agree with it," says Jean. "I think it is wrong. I guess in a few years, if we decide to get into administration, one of us will have to look for a position somewhere else."

In the meantime, however, they are

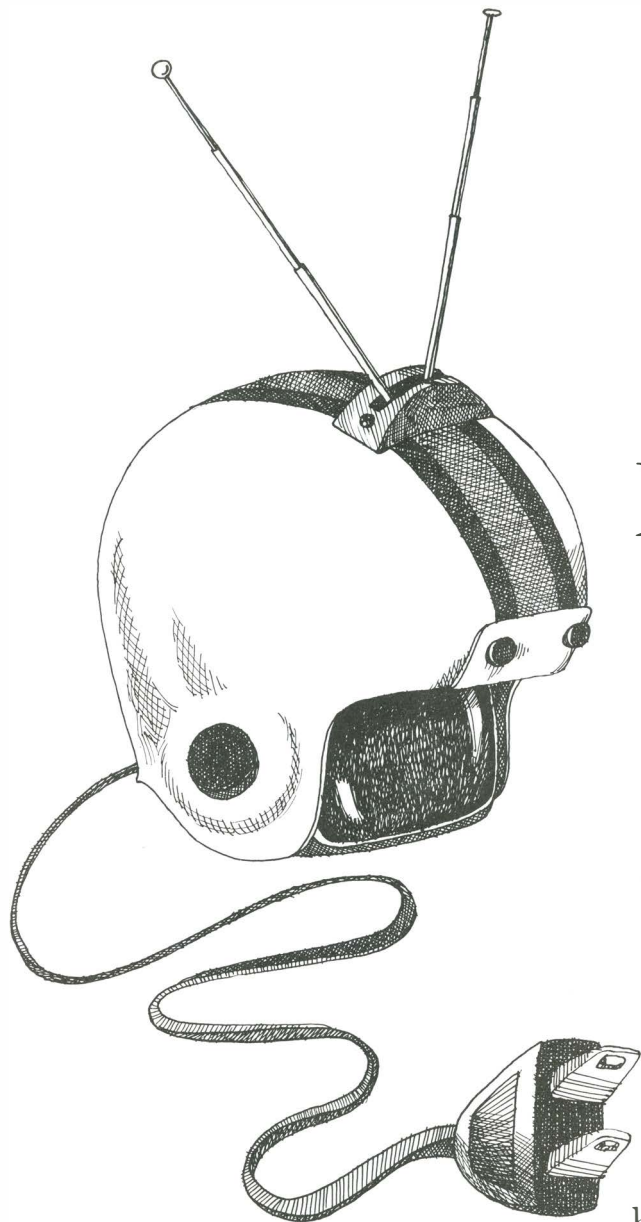
more than satisfied with the present arrangement.

"It's an ideal situation," says Jean.

"It's better than a regular job," says David.







# NCAA vs. CFA

*or  
Who makes the rules  
for college football?*

by Frank Bonner

Should college football giants have the right to negotiate their own TV contracts or should they be bound by the contract negotiated by the National Collegiate Athletic Association (NCAA) for its entire membership? This is the latest dispute between the NCAA and the College Football Association (CFA), but their real differences run much deeper. To understand what all the furor is about, you must understand the background of these two organizations.

For many years the NCAA membership was divided into two groups: the University Division and the College Division. The size and nature of an institution's athletic program were the primary criteria for determining divisional membership. Furman and other members of the Southern Con-

ference were in the University (or higher) Division. As the total membership of the NCAA grew, the need for further dividing the two groups became apparent. Thus came into being three divisions. Furman and many similar schools elected to be in Division I with the larger schools. But within a few years the large football "powers" (Alabama, Texas, Oklahoma, Notre Dame, etc.) began to complain that Division I still had too many members which either had "small-time" football programs or did not even have football. Thus, they said, rules governing football (recruiting, grants-in-aid, size of coaching staff, etc.) were being made by institutions with widely differing athletic programs. The big schools began to talk about needing the power to "con-

trol their own destiny" — a euphemistic phrase which may be translated to mean the exclusive power to make their own rules.

This movement resulted in a subdivision of Division I into Division I-A Football and Division I-AA Football. The intent of this action was to create a top group (I-A) of about 80 of the football giants and a lower group (I-AA) of about the same number of lesser football schools (such as Furman). The legislation proposed to accomplish this was a kind of Procrustean bed: to be in Division I-A Football an institution would have to have an average paid attendance of 17,000 at home games for a continuous period of four years, or the school could qualify by having that attendance for *one* of the four years *if* it had a stadium seating 30,000 or more. This artificial requirement would have automatically forced all Southern Conference schools into Division I-AA Football — along with many others, including most of the Ivy League.

The NCAA convention of 1978 passed that legislation, *but* it passed an additional provision which permitted an institution to stay in Division I-A Football if it sponsored 12 varsity sports for men. This allowed all members of the Southern Conference, as well as the Ivys and many others, to elect membership in I-A. (Davidson elected to be in I-AA.) The intent of the football giants to create a division of their own was thus largely frustrated, for the membership of I-AA became only 42, while about 138 schools qualified for I-A — far more than the super powers had anticipated. (Those numbers have varied slightly from time to time.)

The "big-time" football schools made their first move in 1977 when they formed the College Football Association. This group, which now has 61 members, is made up of the Atlantic Coast Conference, the Southeastern Conference, the Southwest Conference, the Big Eight,



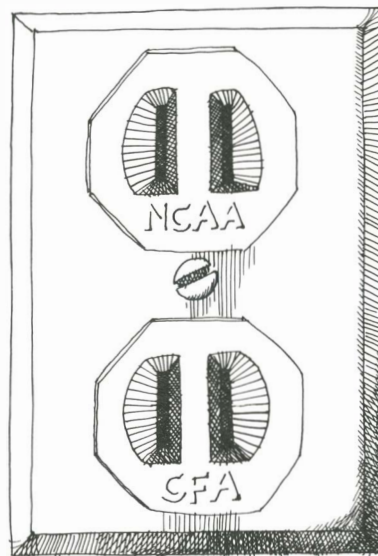
the Western Conference and 17 independents such as Notre Dame, Pittsburgh and Florida State. (The Big Ten and the Pacific Athletic Conference Ten refused to affiliate with the group.) For two years the CFA met and discussed ways of gaining "control of their destiny." The group decided to bring the issue to a head by contending that members of the NCAA retained individual "property rights" to the televising of their in-season football games. This is the issue which has become so sticky, for the NCAA maintains that every member of that organization is required to abide by the television contract devised by the NCAA's Football Television Committee.

Briefly, the NCAA's case is as follows:

1. The NCAA's constitution stipulates that all members are obligated to "accept and observe the principles set forth in the constitution and bylaws of the Association," and that "unless otherwise specified" all legislation will apply to all sports. It is further stipulated that membership may be terminated or suspended or the member otherwise disciplined for "failing to meet the conditions and obligations of membership."

2. The bylaws of the NCAA specify that "The (Football Television) Committee shall be responsible for the formulation and administration of the Association's football television policy and program, subject to the approval of the membership." (The membership approved the committee's plan for 1982-85 by an overwhelming majority.)

3. The NCAA Council is "empowered to make interpretations of the constitution and bylaws which shall be binding after their publication and circulation to the membership." The Council has ruled that the bylaws require "that the Association shall control all forms of televising of the intercollegiate football games of member institutions during the



traditional football season. . . ."

All of this means that the CFA's tentative contract with NBC to televise the football games of the 1982-85 seasons is held by the NCAA to be in violation of the conditions of membership in the NCAA. The CFA firmly contends, nevertheless, that its members still retain their "property rights" with regard to televised football games.

During the spring of 1981 the NCAA's Football Television Committee negotiated a contract with ABC and CBS — for the 1982-85 seasons — for \$263,500,000. (Later, a contract for \$25,000,000 with cable TV was added.) On August 21, 1981, the CFA membership voted on a separate contract with NBC for \$180,000,000 to cover the same period. All the proceeds — except for a small percentage to the NCAA — evidently would go to CFA members. Of the 61 members, 33 voted to support the plan. All members were then given until September 10 (later extended to September 18) to reject the plan. (No overt negative vote would be interpreted as a positive vote.) The results of that vote were not revealed; apparently, the CFA members were reserving their decision until after a special convention of the NCAA on December 3 and 4, at which the question of restructuring Division I was considered.

At the convention, the 12-sport qualification for membership in Division I-A Football was rescinded, meaning that on September 1, 1982, Furman and other Southern Conference schools will become members of Division I-AA Football. There will be some compensation in the guarantee of a definite number of televised football games. However, the explosive issue of TV property rights was tabled until the regularly scheduled NCAA meeting in January. By successfully delaying discussion of the property rights question, the NCAA sent a clear message that it will not allow the CFA to dictate to the organization.

What will the move to Division I-AA mean to Furman? I can predict some results and only guess at others. It will mean a loss of some prestige; Furman will be in the second echelon rather than the first. Recruiting may be somewhat more difficult. Scheduling games with schools like Clemson and Florida may become more rare. Appearances on regional television may be less frequent. There will be a lower limit for grants-in-aid, but Furman does not reach that limit now. The Southern Conference will lose some stature as a "major" conference. None of these things, however, will be a serious blow to Furman football.

What, one might still ask, is this squabble really all about? The answer can be given in one word — *money*.




---

*Dr. Frank Bonner, Furman vice president and provost, is vice president at large of the NCAA, a member of the NCAA Council and a member of the Division I Steering Committee.*



# Speaking of Admissions...

by Marguerite Hays

*Charles Brock, Furman's director of admissions, thinks of himself as a counselor, not a salesman.*

**T**he first thing my children used to do every fall was look at the calendar to see when Halloween would be," says Charles Brock. "If it was going to be during the week, they knew I wouldn't be here."

As director of admissions at Furman, Brock leaves Greenville in mid-September and returns only for brief periods until the first of December. He and the other members of his staff travel up and down the East Coast from Miami, Fla., to Northfield, Mass., and as far west as Dallas, St. Louis and Chicago, representing Furman at college programs for high school students.

Their job is to find qualified students to attend Furman. They do this by talking with high school counselors, prospective students and their parents. They also hand out literature about Furman and show slide presentations.

Mostly, however, Brock thinks of himself and his staff as counselors. "I see myself a lot more in a counseling role than I do in a salesman role," he says. "For us, 'admissions counselor' means what it says. Maybe I feel this

way because I spent so many years on the other side of the desk as a high school counselor helping students explore all the options for education."

Brock and his assistants spend a lot of time explaining the kind of college Furman is and the meaning of a liberal arts education. "Most people are impressed at first by Furman's overwhelming beauty. It's our job to get them to see beyond that. The beauty, the activities, the friendliness on campus are just icing on the cake. We have to get people to look at the heart of the college, which is the educational program. We try to get students to look at their own goals and academic abilities and decide if Furman will fit their needs."

Although Brock regrets missing Halloween and his children's birthdays in the fall, he deliberately chooses to travel more than most directors of admission do. "I enjoy traveling," he says. "I like to meet high school counselors in their home territories. I like to meet students in their hometowns."

Brock and his staff are largely responsible for the composition of Furman's student body, which changes somewhat with every incoming fresh-

man class. This year's 561 freshmen come from 26 states and six foreign countries. About 40 percent are from South Carolina.

When asked to describe this class, Brock says it is very similar to the classes of the past five or six years, except these freshmen have slightly higher academic credentials. Their average SAT score is 1090, and 54 percent of them graduated in the top 10 percent of their high school class.

"About 32 percent of the freshmen are undecided about their major subject, which is pretty typical for this stage," he says. "Eighteen percent indicate an interest in economics and business administration, 10 percent in computer science and 9 percent in biology. What we see here is a trend toward career orientation and the job market, as these young people perceive it. Many of the students who plan to major in biology are thinking of medicine and other health care professions."

Although dormitories are full, undergraduate enrollment at Furman declined by two percent this year because fewer students chose to live off campus and commute to Furman.





Blake Prayton

*Charles Brock has served as director of admissions at Furman since*





Blake Praytor

*Admissions counselor Bill Bridges and prospective student Margaret Dempsey from Chicago leave the new admissions office for a tour of the Furman campus.*



*South Carolina Baptists  
and children of alumni  
are given top priority.*

"We are now seeing a trend toward living on campus," says Brock. "Colleges all over the country are facing this situation, and some of them are building more dormitories."

This year Furman received approximately 2,000 applications for the freshman class and approved 1,045. Since students generally apply to more than one college, Furman — like other colleges — is forced to offer admission to more students than it can accommodate in order to have a full class.

After traveling all fall, Brock and his admissions counselors remain at Furman after the first of December to process applications. "Actually, we have two admissions procedures at Furman," explains Brock. "One is 'Early Decision' for students who know they want to come to Furman. These students apply by December 1 and are notified of our decision by December 15. These people are saying to us that Furman is their first choice college. About half of our class this year is made up of students who applied and were admitted under Early Decision."

The other procedure is called "Regular Admission." The deadline for applications under this procedure is February 1. However, Brock urges students to apply before January 1 so that the admissions staff can check their applications and correspond with students if anything is missing. After February 1 the evaluation process begins.

Brock is a member of a nine-member admissions committee, made up of faculty, staff and students, which evaluates applications and decides which students should be admitted. "The single most important item we look at is the high school record," he says. "This tells us the kind of courses students took, the kind of grades they made and their rank in class. In fact, we have found that a student's rank in class is the single best predictor of success in college."

The committee also looks at SAT scores, which reveal students' verbal

and math aptitudes. Although Furman has no cut-off score (this year's freshman scores range from 700 to 1500), SAT scores help the admissions committee identify problem areas.

"We are interested in other things about students," says Brock. "For instance, we want to know about special talents in art, music, writing, drama and athletics. We want to know about their extracurricular activities in high school, their community and church activities. We require students to write an essay, because we want to know that they can express themselves in good, clear, correct English. After reviewing all these factors, the admissions committee decides which students will be admitted. Since Furman receives applications from more qualified students than we can admit, the committee accepts as many as it can and offers to put the next strongest students on our waiting list."

South Carolina Baptists and children of alumni are given top priority, says Brock. Since Furman is partially supported by the South Carolina Baptist Convention, Furman accepts all South Carolina Baptist students who the committee feels will succeed academically at Furman. This year 222 South Carolina Baptists applied, the committee approved 174 and 131 actually enrolled. The committee also accepts all children of alumni whose credentials indicate that they will succeed at Furman.

The committee gives some special consideration to students with particular talents, including athletes in some sports, says Brock. However, the committee always evaluates these students' academic abilities first. "After all," says Brock, "if a musician can't pass his academic work at Furman, he won't have time to play in the orchestra. The same is true of an athlete. If he can't pass, he won't be eligible to play a sport."

Explaining the committee's definition of academic success, Brock says,

"We don't try to predict whether or not a student will make A's or B's, but we do try to determine whether that student will be able to graduate. In order to graduate from Furman, students must have a grade-point average of at least 2.0. In our evaluations we try to predict if students will be able to maintain a 2.0 grade-point average or better."

On March 1 the admissions office mails letters which tell students if their applications have been approved. Then students who wish to attend Furman send in a nonrefundable deposit which guarantees them a room in the dormitories.

There is another important group of students, says Brock, whose applications can be processed up through August. Known as commuters, these are usually students from the Greenville area who live at home and commute to Furman. "I find there are a lot of qualified students in Greenville who don't realize it would be financially feasible for them to attend Furman. We can take care of more of these students because we don't have to provide beds for them."

After the notification letters have gone out, the admissions staff turns its attention to the next year's class. Although at least one counselor stays on campus year-round to talk with visiting students and their parents, the staff sees the largest number of families in the spring and summer.

"I think the spring of the junior year or the summer before the senior year is the best time for high school students to visit a campus," says Brock. "We welcome students and their families. We have a staff of six counselors and that enables us to spend time with each student and his or her parents. We want to talk about the educational plans of a young person and where Furman may or may not fit into their plans. We want students to know how our curriculum is structured. We like for them to meet our faculty and possibly visit a class."

*Some alumni have taken an  
interest in helping find  
good students for Furman.*

We can also arrange for young people to spend the night on campus, if we know at least two weeks in advance.

"I can't imagine a more important investment than a person's college education. I can't imagine not wanting to check out a school with a visit, unless of course the distance is too great."

Ideally, Brock says, students should start thinking about college in the ninth grade, so that in high school they can take the courses necessary for college admission. He suggests that all young people who plan to go to college follow their high school's college preparatory curriculum, which will give them the courses required by most colleges.

Young people should begin to think seriously of college in their junior year, says Brock. They should take the PSAT in the fall of that year, which will introduce them to the type of testing necessary for college entrance. The PSAT is also used by the National Merit Scholarship Program for designating National Merit Scholars.

"It is always exciting to find some young person who just happened to take the PSAT because somebody told them to, who ends up winning a National Merit Scholarship."

Students should take the SAT first in the spring of their junior year. "I always recommend that students have a practice run at the test," he says. This gives them the experience of taking the test, yet they know they will have the opportunity to take the test again in the fall of the senior year. This helps relieve some of the testing anxiety. Some young people are so anxious about taking the test that it affects their scores."

Since it costs no more, Brock suggests that students have even their first SAT scores sent to the three colleges in which they are most interested. This allows the colleges to know of their interest, and it does not penalize the students since Furman and many colleges use in their evaluation only

the highest verbal score and the highest math score submitted to them.

When considering the costs of colleges, students should investigate the possibilities for financial aid before ruling out any college, says Brock. Furman now costs approximately \$6,250 a year for a boarding student, \$3,792 for tuition and about \$2,450 for room and board. Yet last year 63 percent of Furman students received a total of almost \$5 million in financial aid, including state and federal loans and grants, university scholarships, corporate and foundation scholarships and part-time jobs.

"Because of recent reductions in federal student aid programs, the situation is a little tighter this year, especially for middle income students," Brock says. "But we hope to make up the difference from private and university sources, and South Carolina still has one of the finest tuition grants programs in the nation."

"Our financial aid staff works individually with each person to put together the most effective financial aid package. I would urge any student who thinks he or she cannot afford to attend Furman to find out the facts from our financial aid office before making a decision. Give us a chance to see what we can do for you."

One of the unexpected pleasures of his work, says Brock, is getting to know alumni and parents of current students who have taken an interest in helping find good students for Furman. Occasionally alumni will host an out-door barbecue or coke party for prospective students in their area. Others may represent Furman at a college night program for high school students.

"Some alumni feel they don't know enough about Furman now to really be of help. But frequently high school students just want to know about their experiences when they were there. They may want to ask what the weather is like. They may just wonder

what it's like for someone — say from Pennsylvania — to go to school in Greenville, South Carolina.

But alumni do not necessarily have to entertain or go to meetings to help Furman, says Brock. One of the most useful things they can do is to send the names and addresses of outstanding young people to him in the admissions office.

"Sometimes alumni will send us clippings from local newspapers about high school students. This is a wonderful way to let us know about outstanding young people in their area."

Although Brock is eager to attract good students, above all he wants them to understand the kind of college Furman is and really want to come. "I encourage young people to get to know the students at any college they are considering and make their decision based on that knowledge. I tell prospective students to get to know Furman students and ask themselves, 'Are these the kind of people I want to study with? To date? To be friends with the rest of my life?' If they can answer 'Yes,' then Furman is their kind of college."



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*Right: Brock talks with high school senior Mike Spessard and his parents, Mr. and Mrs. Robert W. Spessard of Fairfield, Conn. The Spessards, whose older son Rob attends Furman, are members of Furman's Parents Council.*











# Vignettes

by Bennie Lee Sinclair

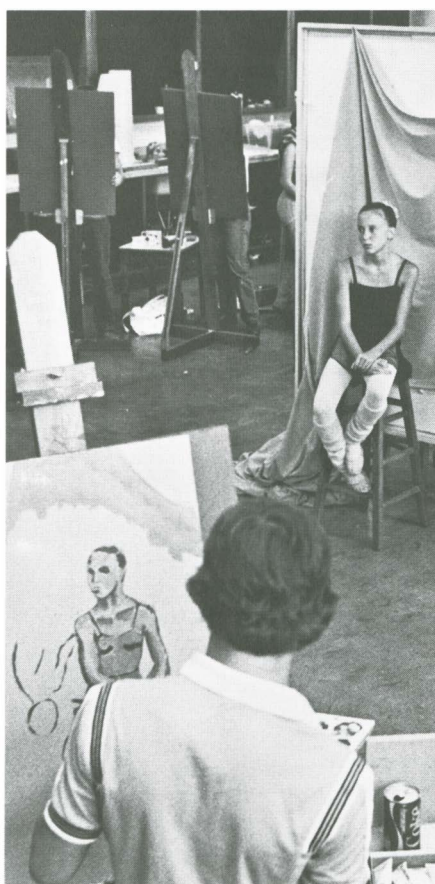
*The first Governor's School for the Arts brought 123 talented high school students to the Furman campus last summer.*

## The beginning

As director of Greenville's "Singing Christmas Tree" and former coordinator of the Fine Arts Center, Virginia Uldrick, a 1950 Furman graduate, was the natural person to organize the first South Carolina Governor's School for the Arts. Hers was the master hand behind all facets of making this particular education dream a reality: from raising money to selecting a faculty, from arranging housing to securing students.

Working with Dr. J. Floyd Hall through the School District of Greenville County, she handled the logistics for operating and accrediting the school through the governor's office and the State Board of Education. Aided by Greenville arts patron Arthur Magill, she raised the money from private and public sources.

Casting about to find the best site for housing the school, she came back to Furman, also Governor Richard W. Riley's alma mater. For five weeks the



Fletcher Ross

Furman University campus would become "home" to 123 rising high school juniors and seniors, with creative writing and theatre classes held on campus and art classes held at the Greenville County Museum of Art.

## The visual arts

The largest area in student body and faculty was Visual Arts, with 67 students and seven instructors. Students rode buses from Furman to the Greenville County Museum of Art for workshops and classes in pottery, jewelry making, drawing and painting, sculpture and textiles. Headed by Sharon Whitley Campbell, the staff included sculptor R. G. Brown, potter Robert Chance, textile artist Terry Jarrard Dimond, painter Mark Flowers, printmaker Terry Hunter and jeweler Susan Willis. Guest artists and lecturers included architects, painters, a quikpainter, an environmental sculptor, a potter, an aluminum caster, a textile artist, a metal caster, a batik artist and a sculptural welder. Student art works were presented in an exhibition open to the public at the museum during the three-day closing festivities.

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*Left: Chuck Dean of Gray Court was Captain of the Birds in the Governor's School production of The Birds. Photo by Fletcher Ross.*



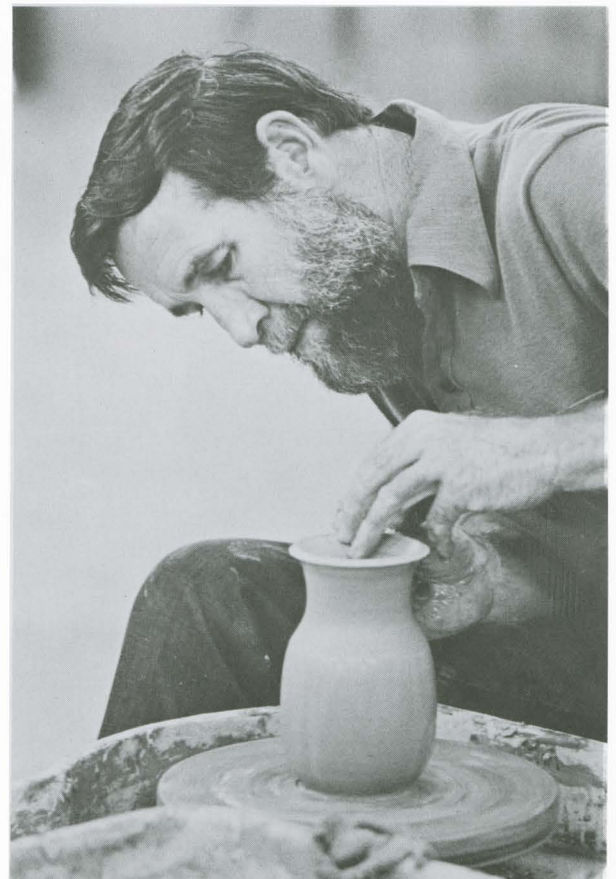


Wes Walker



Wes Walker

*Top: Painter Mark Flowers instructs Christy Milligan of Mount Pleasant. Right: Furman alumnus Don Lewis demonstrates how to make pots. Above: V'an Miller of Mauldin (foreground) in print-making class.*



Wes Walker



*"There was no idea  
or assignment too  
difficult for them...."*

## The experience

I had taught the "talented and gifted" at some of the outstanding high schools in the state, but I had never before encountered as ideal a class as the 26 Governor's Scholars assigned to me this summer.

Somehow, the difficult screening process had worked! Since January I had been meeting with writers, teachers and planners hoping to devise forms and evaluations that would help us find the purest gold among hundreds of nuggets: those students applying for the all-expense-paid scholarships that would bring them to Furman for the first South Carolina Governor's School for the Arts.

Though our creative writing facilities had been limited to 25, the panel of professional writers who comprised the acceptance committee decided that of the more than 100 folders of student manuscripts, 26 were simply too fine to be further pared, and arrangements were made to take on an "extra." For Writers-in-Residence, Dr. Deno Trakas of Wofford and myself, this meant some extra work, but an evenly balanced grouping when we split the class in half for morning writing sessions.

We knew that our students would need to be guided not only in the direction of writing quality contemporary poetry and short fiction, but also into some comprehension of the very competitive and complex world of American letters, careers and publishing. As part of our preparation, we arranged a "dream list" of visiting writers to conduct seminars and present readings throughout the session. For my classes in poetry and fiction I had pulled chapters from my book in progress, *A Creative Guide to Writing*, to form a chapbook of essentials not found in regular writing texts. We also designed field trips for budding authors — visits to the Carl Sandburg Home, Connemara, in Flat Rock, N.C., and to the Thomas Wolfe

Memorial, his Asheville, N.C., boardinghouse home made famous in *Look Homeward, Angel*.

I had wondered if the students would be able to keep up with our rigorous schedule of instruction, writing and critiquing. After the first day's classes I formed an image that remained active throughout the next weeks — that of myself climbing hand-over-hand up the sheer walls of learning with a herd of 26 mountain goats in close pursuit. There was no idea or assignment too difficult for them, no challenge beyond them. The class became exhilarating for all of us. Within the first week, students who had thought of the short story as nothing more than a "sketch" had comprehended the difficult necessities of change and denouement in short fiction, and were producing bona fide stories. Not only were the students working well together, but they were developing a camaraderie and humor that made being with them a pleasure.

Our visiting writers recognized the potential of our situation and came bearing armloads of books and magazines to illustrate their points, as well

as their own compositions. Wright Bryan, first eye-witness broadcaster to the World War II D-Day invasion, played his historic NBC tape for our spellbound group, then talked of his friend Margaret Mitchell, the late author of *Gone With the Wind*. Susan Ludvigson, Winthrop professor whose poetry appears in a recent *Atlantic Monthly*, brought with her a collection of "little magazines," and advice on how to get started and survive publishing in them. Tommy Scott Young, director of Columbia's nationally recognized Kitani Foundation, gave dramatic readings not only of his own work, but of works by other outstanding black writers. Ruth Moose, editor of the *Uwharrie Review*, talked about the editor's view of writers, and read from her own short stories and play.

James Dickey, oblivious to television cameras and microphones, answered student questions with humor and enthusiasm before presenting a reading of his National Book Award poetry and fiction to an audience of hundreds in Daniel Recital Hall. Alice Cabaniss, editor of South Carolina's



*Writing students at Connemara, Carl Sandburg's home in Flatrock, N.C.*

*Before the blitz of visiting writers, students were apprehensive about reading their works in public.*

only poetry journal, *Tinderbox*, guided the students through clever word game writing exercises that produced some startlingly fine results. William Price Fox, University of South Carolina professor and writer of humor extraordinaire, entertained with astute wit. Furman's Gil Allen talked about the poet in academe, illustrating his talent with his works. Barbara Rabb of the Greenville School District conducted a seminar on using mythology in modern literature, an idea the students then incorporated in special works written for her. Arthur Magill explained how one prepares for writing regional poetry, and presented each member of the class a copy of his book, *Battle at the Cowpens*, a historical narrative. Lee Selles, author of *The Legacy of Mark Rothko* and a recent article in *The Saturday Review*, impressed students with the amount of research involved in responsible non-fiction writing.

Before our blitz of visiting writers, the creative writing students had been apprehensive about their own public readings, scheduled for the closing ceremonies. But as they listened and learned from each writer, the desire to communicate through their own work became more pronounced, and eagerness replaced timidity.

Throughout the first two weeks, writing was pressured by a deadline: book publication. Lorie Storie-Pahlitzsch of the Creative Writing staff did the impossible and arranged for a handsome publication to be assembled and published during the short space of five weeks, ready for the Governor's Reception August 6. Each creative writing student's work was represented in the book, along with student art work, photographs and information about theatre.

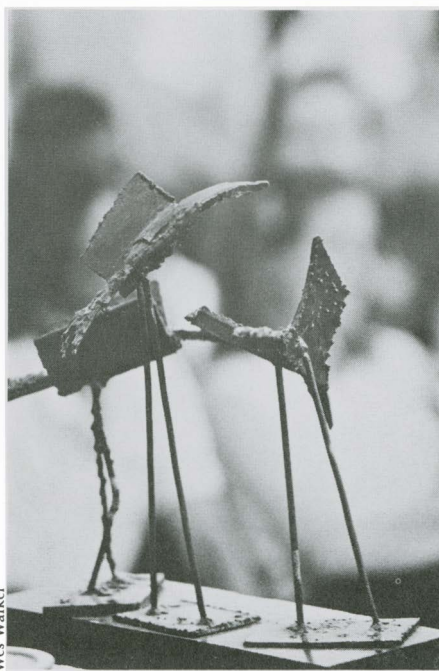
It seemed that everyone went out of their way to make our creative writing scholars' experience as memorable as possible. Our trip to the Thomas Wolfe Home was an example. First, we toured the home, seeing the bed

where Wolfe's brother Ben had died, the window young Wolfe climbed out when courting a pretty young boarder, and the dingy back kitchen where the family ate out of sight of the boarders' dining room. Then Wolfe Memorial Director Steve Hill took us on a long walking tour of Asheville to see other sites that figure in the great writer's novels. Some places were gone, others remained almost as they were during his short lifetime, but all were in the mind's eye: Gant's stone shop; the street where a man gone mad had prowled, killing, becoming, through Wolfe's pen, the tiger whose eyes burned bright. With Hill as our Pied Piper, we ended up at the Pack Memorial Library studying old photographs and books of the Wolfe Collection. Then we viewed the Kraft Theatre production of *Look Homeward, Angel*. Reverently quiet, each student seemed lost in emotional reactions to scenes whose genuine happening places we had seen mere hours before.

It was not until our first Governor's

School for the Arts was almost history that Deno Trakas and I were reminded of a potential problem: what would happen to our young writers when they returned home, having shared an intense learning experience at college level? What was to keep their euphoria from turning to disillusionment when they became mere high school students again? Quickly we put the question to them, conducting our own "values" seminars. Students agreed that what they had learned was to be shared with family, friends, teachers and fellow students. From a special workshop and tour of the Furman library, they learned that they too might have a part in recommending literary periodicals and contemporary authors' works to their own home libraries.

The importance of working with school and peer publications had been emphasized by almost every visiting writer. Critiquing each others' works was an idea the scholars could carry back home, where those interested in writing could get together in group sessions. These same groups could be active at their schools and in their communities to encourage visiting writers' programs. And, most important, the first-ever 26 South Carolina Governor's School for the Arts Creative Writing Scholars could keep in touch with each other and become spokesmen and spokeswoman for a new era of learning in our state — which they are doing, and proudly.



Wes Walker

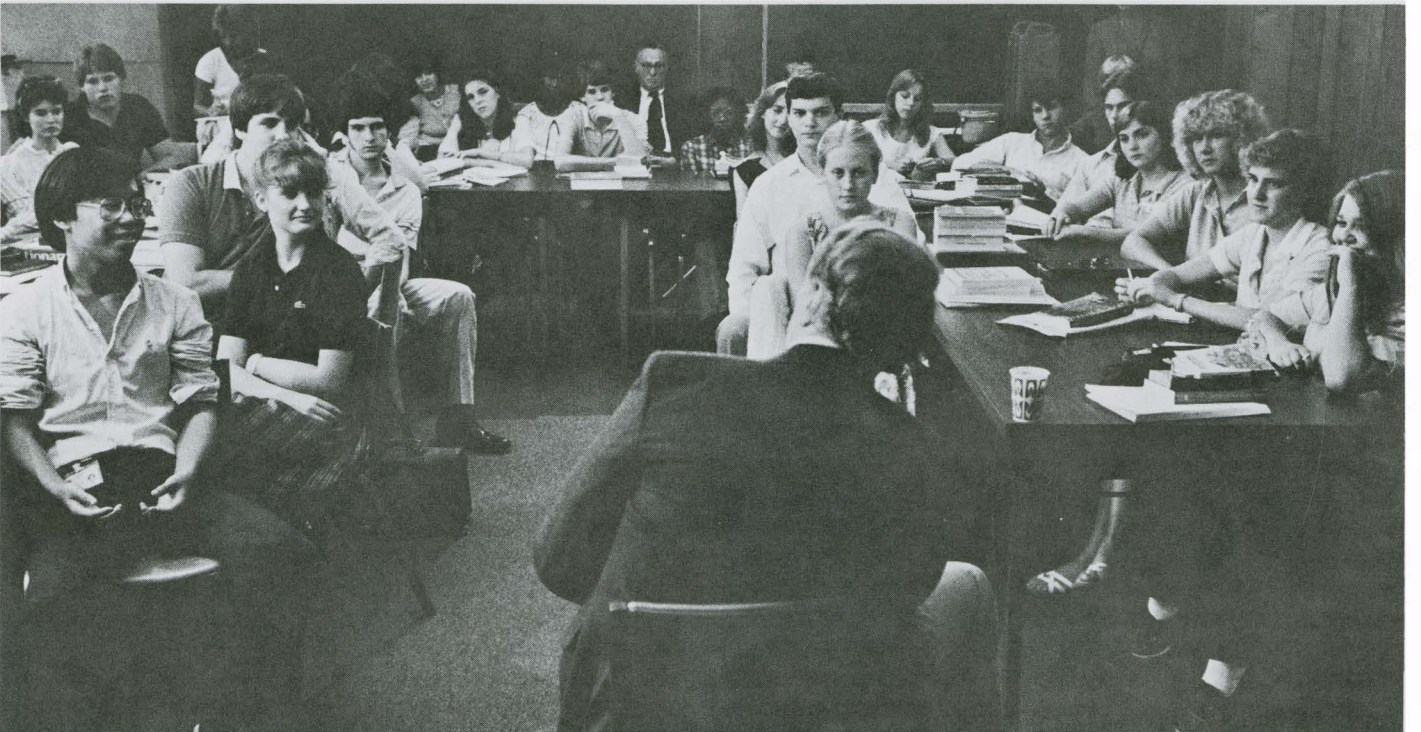
*Sculpture by artist Winston Wingo*

*Right: James Dickey, National Book Award winner and writer-in-residence at the University of South Carolina, entertains students at a writing seminar.*





Blake Praytor



Blake Praytor



*"Oohs" and "aahs" greeted  
the appearance of the  
actors and actresses.*

## The production

Throughout the five weeks of Governor's School for the Arts, one of the biggest mysteries was what was going on in Furman's theatre playhouse. Early every morning 30 students hurried to the theatre where they remained all day in virtual isolation. Chaired by Furman's Philip G. Hill, with Helen Ledoux Bray working on design and costumes and Dr. Anita Cowan on acting and directing, Theatre kept to itself and at work.

At the beginning of the term, Dr. Hill had stated, "Young people who have talent and interest in play production usually involve themselves in community theatres or high school productions, but have little or no formal training in the arts and crafts of theatre. Believing that the best way to learn theatre is to do it, and responding to the conviction that the five-week program of theatre for students in the Governor's School for the Arts should, for every student, culminate in

a production for public presentation, the theatre staff has arranged to produce Aristophanes' *The Birds*."

As students outside Theatre began to glimpse practice and costumes, rumor began to circulate that the production was going to be "special," "spectacular." By opening night, with Governor Riley and other dignitaries present, curiosity was near fever pitch. And from the moment actors and actresses began appearing in costumes so elaborate, beautiful, or ridiculous that "oohs" and "aahs" and laughs greeted each, it was obvious that the audience was responding totally.

*The Birds* — not to be confused with Alfred Hitchcock's movie of the same name — has been best capsulized by Walter Kerr, who wrote, "*The Birds* (414 B.C.) was Aristophanes' first Utopian play. He was to write many more, before he was through expressing his contempt for the society of his day and his dream of a better one. In this instance, he has his 'comedy team' leave Athens, fed up with the frauds and bores of that

society, in an effort to found a better society among the birds. To do so, they must first locate Epops, King of the Birds, who was once a man like themselves and who might be expected to know both sides of the problem. How they find him and what they persuade him to do is the body of the play, here divided into two acts to correspond with its division of subject matter. The first act concerns the founding of Cloud Cuckooland and its triumph over all earthly bores and quacks. The second concerns its triumph over the Olympian gods, and contains Aristophanes' comment on the polytheistic absurdities to which Athenian religion had been reduced."

After the rousing conclusion of the production, which was greeted with many enthusiastic curtain calls, a reception was held in Ramsay Hall. Opening his speech, Governor Riley quipped that he was proud to be governor of our own Utopia — "Cloud Cuckooland." But beyond the laughter there was a trace of lingering truth — for indeed, those of us who had shared the wonder of that first South Carolina Governor's School for the Arts had glimpsed for a while a better way, a teaching and learning experience for those gifted and talented who dream toward art, and work to make that dream come true. □



Wes Walker

*Assisted by Jan Woodard, Kent Collins and Shelley Long rehearse for The Birds*

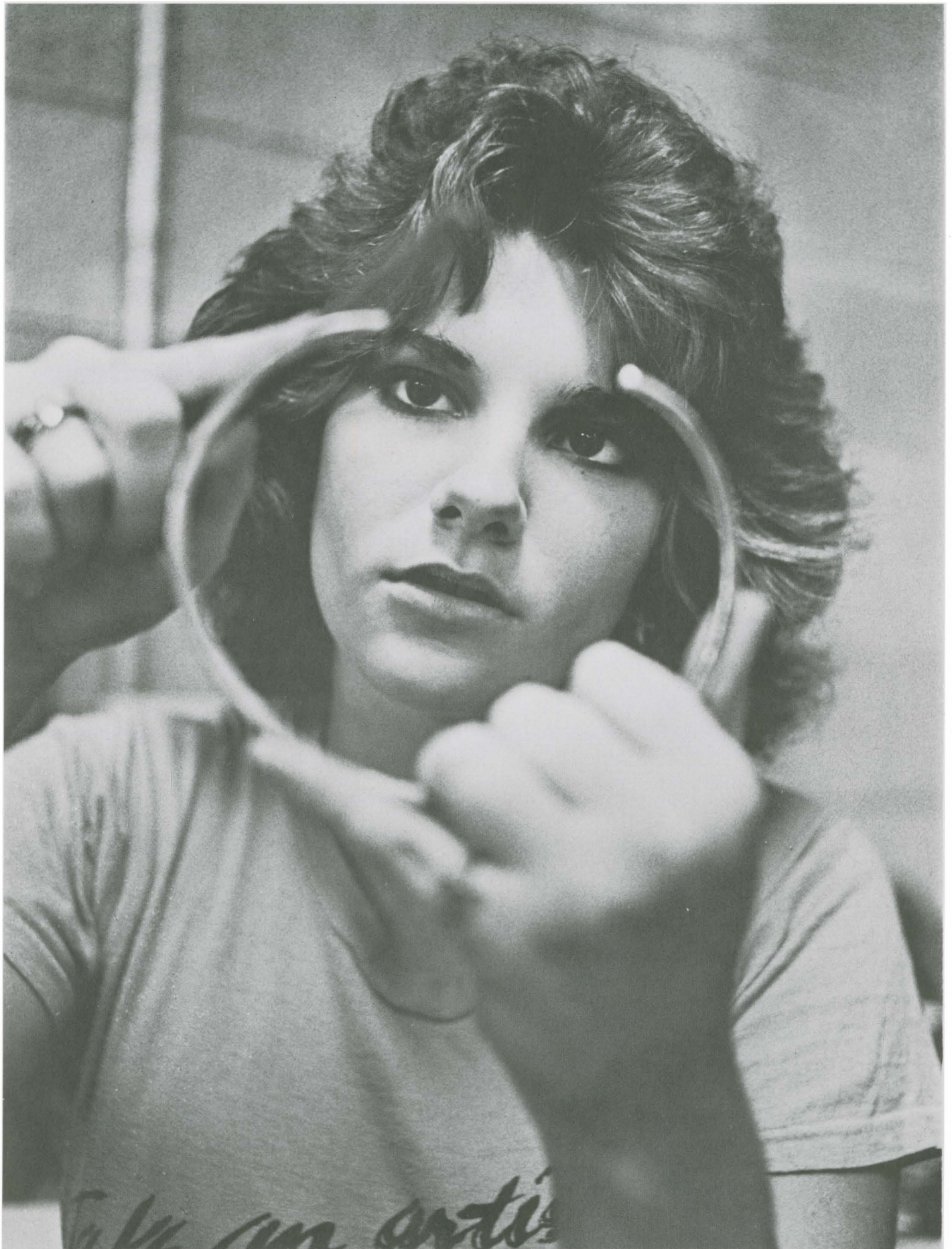
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*A 1961 Furman alumna, Bennie Lee Sinclair was cited in a recent Columbia State article as "the finest native-born poet living in South Carolina" on the basis of her two books of poems, one of which received the Winthrop College Excellence in Writing Award. She is instructor of creative writing for Furman's Division of Continuing Education, and lives in the mountains near Cleveland with her husband, potter Don Lewis.*

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*Right: Christy Milligan in jewelry-making class*





Fletcher Ross

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